



## PD in the News - December 2010

*(18 pages: pp. 1-10 from news articles; pp. 10-18 from research and reports)*

### News Reports of How Professional Development is Changing

The following are excerpts from selected local newspaper and other sources published during November. In most cases, the excerpts are from articles or reports that reported on broader issues; therefore, the excerpts are out of context. The link to an article/report may or may not be operative, depending on how long a newspaper chooses to maintain the article on its web site.

#### **Thomaston, CT**

“Sometimes, the teachers are the ones who have to attend class. That’s what happened last month as the town’s elementary school instructors became the ones in the seats, taking notes, listening and focusing on learning and tweaking their skills...Principal Anne Uberti stated that professional development will continue to be a focus of her staff. Recently, she noted, teachers participated in a morning workshop that addressed the connections between pre-testing, post-testing, monitoring for understanding, grouping, background knowledge and lesson planning. Furthermore, she added, an afternoon workshop was spent collaborating with each other to put what had been learned in the morning into effect. “The afternoon was spent collaborating in pairs to develop a tiered lesson that applied what teachers had learned in the morning,” Uberti said. “The lessons will then be shared with other grade-level members and, eventually, implemented.” The focus, according to the Black Rock and Thomaston Center school principal, is to try and implement differentiated instruction into the classroom and develop lesson plans that include some differentiation.” <http://goo.gl/D3srA>

#### **Glen Cove, NY**

[**Anael Alston, Principal of Robert M. Finley Middle School on the school being recognized for high academic achievement through the 2011 MetLife Foundation—National Association of Secondary School Principals Breakthrough Schools program:**] “Gaps in student achievement have decreased significantly just as all student achievement has improved over the last five years. This improvement is attributed to targeted professional development that has focused on differentiated, hands-on classroom instruction.” <http://goo.gl/4e7Vk>

### **Calico Rock, AR**

[**Debbie Moore, Principal of Calico Rock Elementary School, on her school receiving a National Blue Ribbon School award:**] ““I attribute a lot of our success to the wonderful professional development our teachers and administrators have received through the regional co-op.” <http://goo.gl/wpm2S>

### **Ridgewood, NJ**

“As the lead district of a \$1 million, three-year Teaching American History grant, Ridgewood will be at the helm of an ambitious professional development program aimed to sharpen the toolboxes of history teachers in the area. The federally funded grant is one of 124 awarded to areas across the country... Teachers from 15 districts in the area will participate in training sessions and research projects throughout the three years; they will use artifacts, maps, book study, periodicals, audio recordings and other primary source documents to deepen skills in analysis and prediction...The idea is for participating teachers to pass the skills onto their colleagues and, of course, their students...’We also administered as part of the grant application a pre-test to teachers, and they did poorly on it,’ [said the grant project director]. ‘That’s why we got the grant...We found out that the majority of teachers had not taken graduate level coursework in this pool; many of them did not even major in history in college,’ he said. ‘They might have majored in other social studies courses, like political science or sociology. That’s part of the problem.’” <http://goo.gl/6hURk>

### **Nashville, TN**

“The district hired 12 data coaches to help transform the district. They have been spread out equally between the elementary, middle, and high schools. At the Martin Professional Development Center, it is a role reversal for Metro school teachers; they’re in the learning chair. A data coach is leading the way, teaching them new rules of the education game...These coaches have taught educators how to access a new, easy-to-use “data warehouse.” An information storage shed so to speak, packed with precise details about a student’s past performance, that can help with their future...Metro hired these coaches with federal dollars from the Race to the Top program. The hope is they will transform the culture in Metro Schools, and teach teachers how to use data to make informed decisions...[M]iddle school data coaches are working with teachers on their goals for the year...It also gives [teachers] a benchmark at the end of the year, to see if their data driven goals were actually accomplished.” <http://goo.gl/Z3B8j>

### **Wetumpka, AL**

“Many area schoolchildren have been hooked up to new technology this school year, and school officials say the upgrades -- everything from electronic white boards to laptops -- have engaged students and revamped lessons. While the upgrades are costly and the professional development to train teachers is time consuming, officials said the new technology is necessary to grab the attention of a new generation of students... Professional development for teachers started recently. [Cindy Veazey, a Wetumpka High School assistant principal] said once a week the school has a specialist come in all day to work with teachers during their planning time and after school. She said those teachers who had the equipment last year also have been helping their colleagues. Veazey said in a perfect world there would be more time to train teachers, but they’re doing what they can.” <http://goo.gl/vca2L>

### **Redlands, CA**

“The Redlands Unified School District is pioneering a new program that will take 10 teachers out of their classrooms for the remainder of the school year to let them shadow and study another ‘master’ teacher in the district, to learn new strategies and find out how to teach standards better. ‘The pacing and intensity of what teachers are required to do today is growing by 10-11percent every year,’ said the district's chief academic officer, Paul Cullen... Cullen said the district created the Teacher Support Program, which he believes is the first program of its kind, to enhance what district teachers are already doing well and not because there are poor teachers in the district who need more training... When the program begins at the end of the month, 10 ‘Participant Teachers’ will leave their classrooms for the remainder of the year and will be paired with a ‘master teacher,’ whom they will shadow and work with to learn new techniques. Four to five ‘teachers-on-assignment’ leave their posts for the remainder of the year and work with the ‘participant teachers’ for one-on-one mentoring and instruction... ‘(Participant teachers will) go in and observe, but they’ll have more coaching support. The teacher- on-assignment will be there really walking them through and giving them a lot more feedback... ‘In the afternoons of every day, the teachers-on-assignment and the participant teachers will come back to the classroom and debrief on what took place in the day,’ Cullen said. ‘There will be some intensive training in deconstructing these standards and breaking them down to what they really mean and learning strategies on how to teach that.’ ... ‘How do we get better every year as a teacher if the state doesn't provide opportunities for us to have ongoing professional development where we can talk with experts in the field, collaborate with our own experts at our schools and spend time coaching each other and observing to add to our repertoire?’ Cullen said. ‘If we don't have the money and time to do that, how do teachers get better every year?... The 10 teachers that participate in that will go back to their same spots where they were the year before and will have that skill to share and collaborate with their fellow teachers. The teachers-on-assignment are going to be better because of their experience in working with everyone and the master teachers are going to be on their game every day.’ Redlands district teachers who were laid off during budget cuts will be brought in to replace the participant teachers and teachers-on-assignment for the remainder of the year. The participant teachers and teachers-on-assignment will receive their normal pay for the program and the master teachers will receive a \$10,000 stipend. The district is using about \$1.5 million of the one-time federal jobs funds it received to fully fund this program for the first year, Cullen said. The remainder of the money will be used to add three of the five days cut from the school year back to the 2011-12 year. <http://goo.gl/ANThC>

### **Surprise, AZ**

“With limited resources, the [Dysart Unified School District No. 89] and [the teachers] union turned to other compromises that did not involve money. Last year, the two negotiated one-hour early releases every Monday so that teachers could work on professional development. Six of those dates would be ‘Data Mondays,’ when teachers could go over assessment test data on their students. ‘The administrators were for this because they understood that it was in the best interest of the students,’ [a union representative] said. ‘It's not just salaries. We're negotiating how teachers can be most effective in the classroom for the students.’”  
<http://goo.gl/t0co1>

### **Galveston, TX**

“Nancy Schultz remembers being a new teacher at a new school. The now-retired educator said she had little support in her first years in the classroom. And now she is heading back to school to give young teachers experienced assistance as a mentor in the Beginning Science Teacher Induction and Mentoring Program. ‘What we’re doing is trying to provide support in what makes those early years so challenging for new teachers,’ Schultz said. ‘We assist with lesson planning. We model lessons and just provide strategies for real effectiveness.’ Mentors Schultz, Terry Talley and Sherrie Mulata check in with teachers at least four times a month. Following an observation of the teacher and the students, the mentors have a coaching conference with the instructor. About 35 math and science teachers in their first two years of teaching at Ambassadors Preparatory Academy, Galveston Independent School District, Texas City Independent School District and La Marque Independent School District are involved in the mentor program. ‘Children change and instruction techniques change,’ Schultz said. ‘How the brain works and what’s effective changes. You have to keep up with that.’ And that means more hands-on activities and more student engagement, said Talley, the director of the program. ‘We use the best practice research with techniques and strategies in the classroom that work, and that’s what teaching is all about,’ she said. ‘It’s using it and being able to retain it.’ The program also provides professional learning communities of teachers and professional development for participants. ‘With the professional learning communities, new teachers get to collaborate with their peers and other new teachers,’ Schultz said. ‘It’s great because they get to touch base with people who may be struggling with the same items and issues as they are.’ Talley said teachers have been receptive to the coaching sessions, changing their instruction methods and their classrooms. ‘I did a survey at the end of our first cycle, and all of the teachers wanted to be in it again and bring their friends,’ she said. ‘It’s really growing rapidly.’” <http://goo.gl/9WoRN>

### **Mobile, AL**

“When principal Terri Tomlinson took over the failing George Hall Elementary School in Mobile in 2004, she found a trashed building with no bulletin boards, 500 books that had never been taken out of boxes, and less than half the 540 students at grade level... Because George Hall was one of the worst performing schools in Alabama, Tomlinson was able to remake the school from scratch, keeping only four of the staff, including two cafeteria workers. The Mobile system offered teachers signing bonuses to move to George Hall. A longtime employee of the Mobile schools, Tomlinson knew the system’s best teachers and pursued them... Her teachers agreed to five weeks of professional development over the summer. They studied books about how to most effectively teach poor children. Tomlinson built in collaborative planning time and treated her teachers as a brain trust to problem-solve... Six years later, George Hall is one of Alabama’s highest-performing schools... more than 95 percent of students are meeting standards in reading and math.” <http://goo.gl/KxpYT>

### **Urbana, IL**

[Urbana High School Principal Laura Taylor] “places a priority on professional development for teachers, and that’s where she spends the money in her building budget, to make teachers the best they can be. She’d like to be able to expand the number of instructional coaches from two to three, if the money is available.”

<http://goo.gl/2WFfW>

### **New York City**

[From a press release of New York City Outward Bound which has a network of 10 Expeditionary Learning public schools serving 3,850 students:] “In response to the controversy surrounding the education documentary “Waiting for Superman,” New York City Outward Bound...is mobilizing its students, teachers, staff and board members to roll out a campaign called ‘We’re NOT Waiting for Superman.’ ... The campaign is rooted in two ideas central to NYC Outward Bound’s school network but that the film *fails* to address. (1) great teachers are made, not born, through investments of targeted, high quality professional development and coaching; (2) successful schools are built around a culture of achievement embracing collaboration and personal best effort -- defining students’ success not through test scores alone, but through the work they generate, their critical thinking skills and levels of civic engagement... Bob Miller, NYC Outward Bound’s Board Chairman, and group publisher of Workman Publishing [says], ‘At NYC Outward Bound, we’re NOT waiting for Superman. We’re providing some of the most intensive and targeted professional development for teachers and school leaders of any educational organization in the City -- and probably in the country.’” <http://goo.gl/QgrPl>

### **Alexandria, VA**

[From the web site Watchdog.org, “a network of journalists reporting on state and local governments”:] “The Alexandria public school district has nearly tripled the amount of money spent on consultants at a time it faces financial challenges. But the issue isn’t just dollars and cents. Teachers say they are spending too much time away from their classrooms being lectured by high-price consultants...The year before [Superintendent Morton Sherman] took the reins at the Alexandria City Public Schools, ACPS spent \$379,000 on staff development. Spending began to grow after he arrived in 2008, and totaled \$940,000 during the last school year. Consultants range from individuals who have known Sherman for decades to larger firms from the northeast...But Superintendent Sherman contends his approach of using outside consultants is crucial to reforming a district that has failed for years to meet state and federal standards. ‘What I’ve said is you must have the professional development and here are the outside consultants that can do it,’ Sherman said. ‘My hope is within a year we won’t have any of these consultants. They’ll all be gone because we’ll have trained internal people to do it.’” <http://goo.gl/LthSI>

### **Kentucky**

[Dr. Robert King, president of the Council on Postsecondary Education] “said there needs to be a higher level of professional development of teachers, and higher education should be the principal provider of the professional development.”

<http://goo.gl/ywesD>

## **New Jersey**

“The requirement came in nice round numbers: Every teacher in New Jersey must complete 100 hours of professional development every five years. Launched in 2000, the program was meant to issue a clear demand for teachers to continue to learn on the job, something that previously did not come with explicit statewide requirements...10 years later, New Jersey has completed its second five-year cycle, and as the state begins to collect data on how districts are doing with the requirement, the 100-hour requirement isn’t appearing as much of a stretch. State officials said just 127 teachers out of an estimated 60,000 failed to reach the century mark five years ago, and a good majority well exceeded it. This time, officials said they don’t expect much difference. ‘That was 0.2 percent of the teacher population, and usually the reason was an illness or that sort of thing,’ said Victoria Duff, teacher quality coordinator at the state Department of Education and one of the early architects of the requirement. That’s not to say the 100-hour rule hasn’t seen its detractors over the years, including a couple of education commissioners. While a widespread requirement in other states, critics have contended it would prompt teachers to spend more time counting hours than finding valuable professional development experiences. And confusion abounded to what counted, whether a couple of graduate-level courses could suffice, for instance, or how a district would count all the hours a teacher spends working with other teachers in teams. There are no specific consequences for not making the 100 hours, either, with districts left to monitor their teachers and weigh it among other measures in evaluating their performance. Few if any teachers lost their certification over it, but instead either made it up eventually or retired, officials said. Gov. Chris Christie has appointed a nine-member task force to devise a statewide system for evaluating teachers and principals, and while the professional development rule is not a specific task on the agenda, one member of the group said these issues are all connected. ‘The number of hours should matter less than the quality of professional development and its impact on teaching and learning and teacher performance,’ said Ross Danis, an associate dean at Drew University and member of the new Education Effectiveness Task Force. ‘Some teachers may require more, and others less. It should be focused on what data reveals is a need that the students have,’ he continued. ‘The challenge is when the goal gets confused with compliance or simply tracking hours, not impact.’ Other experts in teacher development agreed that the state should look deeper than just counting hours. ‘The 100-hour requirement is a first step to addressing the serious professional development needs of teachers in New Jersey -- not an end point,’ said Ada Beth Cutler, dean of the College of Education and Human Services at Montclair State University. ‘It is time to go beyond the diffuse 100 hour requirement toward a more meaningful, rigorous and focused system of professional learning for teachers that can directly impact student engagement and achievement,’ she wrote in an email. Duff, the state coordinator, said that is very much a new focus in professional development and within the existing requirement. ‘It’s become a more and more focused conversation on student learning and outcomes,’ she said. ‘Instead of hiring a consultant or a one-shot workshop, there is much more focus on using them to support teachers in their work.’ But she said the 100 hours minimum remains an effective tool in keeping track. ‘I think it helps the teachers, and I think it helps the principals be able to assess how well their teachers are doing,’ she said.” <http://goo.gl/sor8x>

## **Delaware**

“A nationally respected professional-development program that participating educators say has transformed their teaching and energized their students will be offered for the first time in Delaware through a partnership between the University of Delaware and five public school districts. Plans for the innovative Delaware Institute have been under way for several years, modeled after the Yale National Initiative to Strengthen Teaching in Public Schools and spearheaded by a Delaware high school English teacher who has attended four Yale seminars since 2005. Those plans now will be implemented after the Yale Initiative, at a recent conference, accepted Delaware as the newest member of the League of Teachers Institutes... The institutes are unusual...because they focus on expanding the teachers' content knowledge in a subject such as science, math or English, while most professional development programs concentrate on teaching methods and classroom techniques. Each session of a teachers institute involves a series of seminars that bring no more than a dozen public school teachers together once a week to meet with a university faculty member. The seminars cover topics chosen by the teachers that draw on the faculty member's professional expertise, and they allow the teachers to discuss their experiences with various classroom instructional methods and strategies. In addition to attending the seminars, the participating teachers -- called fellows of the institute -- are required to develop a curriculum unit that they then teach in their own classrooms and share with other educators. The fellows are selected from kindergarten through 12th-grade teachers, and ... that mix of elementary and secondary teachers offers the participants a new and rewarding perspective.”

<http://goo.gl/oWRu4>

## **California**

“State Superintendent of Public Instruction Jack O'Connell announced the launch of the California Department of Education on iTunes U, a dedicated area within the iTunes store... ‘Whether accessed through a desktop, laptop, or smart phone, CDE on iTunes U will be an important tool for the continued professional development of our community of education professionals,’ O'Connell said...Available content meets the CDE's criteria, which includes high-quality video, audio recordings, presentations, PDF documents, and other education-related information. Schools will be able to offer educators free professional development resources that are produced primarily by districts and private education institutions throughout the state, O'Connell said. More than 200 media files are available on iTunes U, some of which have been contributed by California school districts and charter schools. Additional content will be unveiled in the near future, but for now the CDE is asking districts to contribute material... Information on the Common Core State Standards is set to be in iTunes U in the near future...The CDE has a number of tools up for educators including information about how to help educators successfully implement a standards-based education for California's adolescents, as well as information on to encourage students to bond with their schools...CDE on iTunes U can be found at < [www.itunes.com](http://www.itunes.com) >. Go to iTunes U, then to ‘Teaching and Education.’ Click on ‘K12,’ then ‘California Department of Education.’”

<http://goo.gl/pxkud>

## Indiana

[**Bill Stanczykiewicz, president and CEO of the Indiana Youth Institute:**] “The National Clearinghouse for English Language Acquisition recommends continuing professional development for teachers of ELL students that is delivered to teams of teachers who can reinforce their learnings, sharpen each other’s new skills and share information about ELLs who move from one classroom to the next.”

<http://goo.gl/l0ySu>

## New York, NY

[New York City Council Speaker Christine Quinn] “also proposed bringing professional development at the Department of Education in house instead of contracting it out. That would save \$4 million, she said.” <http://goo.gl/ISNtF>

## Rockford, IL

[**Superintendent LaVonne M. Sheffield:**] “Yes, it is true that we have made a significant investment in the professional development of our teachers and principals. Since June 1 of this year, we have invested \$415,000 in instructional best-practices training for our teachers. That's OK, but I'm not supposed to invest in our principals? I've reminded the community over and over that all of the literature arrives at the same conclusion: The single most important factor in the success of our public schools is the relationship between the teacher and the student; the second most important factor is building-level leadership. Our professional development investment is money well spent.” <http://goo.gl/hJMF1>

## England

[*The following refers to Christine Gilbert who is Her Majesty's Chief Inspector responsible for the Office for Standards in Education, Children's Services and Skills' inspection and regulation services that reports annually on the quality of education, children's services and skills in England.*] “Speaking at the launch of the watchdog’s annual report, Christine Gilbert said that teaching is ‘simply not good enough’ in half of secondary schools and 43 per cent of primary schools. “Teachers need ongoing professional development and the chance to see great teaching in their own schools and beyond to improve their lessons,’ she explained.” <http://goo.gl/sG94C>

## New Zealand

“The Government of New Zealand will look into possible mobile government initiatives to connect rural schools, following its announcement to subsidize the costs of ultra fast broadband... There has also been an on-going investment in building teacher capability in ICT [Information Communications Technology] over the last eleven years through the Communications Professional Development Programme which will be altered in 2011 to better align with the fibre roll-out. Other initiatives include the Ministry of Education’s Laptops for Teachers and Principals scheme, which subsidizes the leases on laptops for permanent, full-time or part-time teachers at state and integrated schools. The Ministry has about two thirds of the lease cost of the teacher’s laptops and fully subsidises the base model for principals. More than 43,000 laptops are currently on lease, representing an 88 per cent uptake.” <http://goo.gl/3c6Rx>

### **Victoria, Australia**

“Independent and Catholic schools would receive a 40 per cent increase in funding from a re-elected Labor state government, with Premier John Brumby acknowledging many parents choose to send their children to private schools... Teachers from needy non-government schools would also receive \$5 million for professional development.” <http://goo.gl/Ia4In>

### **Victoria, Australia**

“[Doncaster Secondary College principal Frank Sal says that] unless teachers are provided with adequate training and extra pupil-free days (currently there are just four a year), ... it will take a long time for schools to be able to adopt new teaching approaches. One of his key messages for both [political] parties is the need to invest more in professional development for teachers. He believes principals should be able to decide when pupil-free days are held and teachers should be freed up to spend more time training and observing other classes. ‘We expect our teachers to work all day in what can be fairly challenging and taxing circumstances, and then at the end of the day to spend spare quality time to change their teaching approach,’ he says. ‘We need to be able to give them time to learn.’ Mr. Sal is not alone. Victoria's primary and secondary principal associations cite professional learning as a priority. They say it is crucial for teachers to have increased support to cope with changing pedagogy, the ultranet roll-out, the national curriculum and new technologies.” <http://goo.gl/z9X0K>

### **Australia**

[**Australian Institute for Teaching and School Leadership:**] “The Institute is fostering and driving high quality professional learning for teachers and school leaders through development of national standards for professional learning programs and the delivery of accredited flagship, national and affiliated programs. Flagship programs will be focused on areas of national priority, developed and provided by the Institute. National programs will be developed through and in partnership with leading organizations, to be provided locally through school jurisdictions and other organizations. Affiliated programs, accredited against national standards, will be developed and delivered locally by jurisdictions and other organizations.” <http://goo.gl/cOVWj>

### **Nova Scotia, Canada**

[**Steve Prest, director of programs and student services, explaining why South Shore Regional School Board students had the best results in the province on the 2010 Grade 3 early elementary math literacy assessment:**] “We believe more embedded professional learning and less pulling teachers out of classrooms for [professional development] makes a difference. We have reduced pull-out professional development significantly this year. Many teachers are also using the guidelines in the board's new assessment policy to formulate strategies that continually assess individual progress and are using that information to inform and develop their classroom instructional plans.” <http://goo.gl/Wrl57>

## Canada

[[Joanne Foster, teacher of educational psychology and gifted education at the Ontario Institute for Studies in Education of the University of Toronto](#):] “[T]eacher training and professional development in gifted education is sadly deficient. Too few teachers in Canada are being given the training, support and resources they need to do a good job of supporting the development of giftedness in children. The lack of emphasis is due in part to misunderstandings about gifted education and in part to competing educational demands, time constraints, funding allocations and other established priorities.” <http://goo.gl/UVtP9>

## Ireland

[[Brian Hayes, an Irish Fine Gael politician and currently a Teachta Dála for the Dublin South West constituency, and Fine Gael spokesperson Dublin](#):] “Teacher evaluation, mentoring and incentives for real professional development is at the core of improving teacher quality.” <http://goo.gl/NOV4>

## England / China

[[John Croker, head teacher of Newbridge Primary School in Bath, England commenting on insights gained from his school’s exchange program with the Suzhou New District Experimental Primary School in China](#):] “There is also a huge investment in professional development there. We can learn a great deal from each other.” <http://goo.gl/cqoIB>

## State of Qatar

“The World Innovation Summit for Education (WISE), an initiative of the Qatar Foundation, today announced the six global winners of its 2010 WISE Awards. [One of the eight finalists from the United States was] Open Educational Resources Commons Teacher Training that offers teachers a collaborative professional development model based on engagement with a freely available curriculum [at <http://www.oercommons.org/>].” <http://goo.gl/Rbw4F>

## Research / Reports

### ***How the World’s Most Improved School Systems Keep Getting Better***

<http://ssomckinsey.darbyfilms.com/reports/EducationBookNov23.pdf>

*This 125-page report by McKinsey & Company is a follow-up to the organization’s classic 2007 publication, How the World’s Best-Performing School Systems Come Out on Top. The new report analyzes the experiences of 20 school systems—including Long Beach, CA and Boston, MA—from all parts of the globe that have achieved significant, sustained, and widespread gains, as measured by national and international standards of assessment. The report is based on a study that sought “to understand precisely which interventions occurred in each school system and when, and how these interventions interacted with each other and with the system’s broader context to deliver better outcomes for students.” See pages 72-74 for a section on professional development.*

*This report is exceptionally rich and “PD in the News” encourages its readers to access and study the entire report.*

[ p. 85] “This is the essence of collaborative practice: teachers jointly engaged in an empirical, routine, and applied study of their own profession. A remarkable effect of collaborative practice is that it serves as a mechanism of peer accountability, substituting for other formal accountability measures such as teacher appraisals or requalification. Upon embarking on our study of improved school systems we had anticipated finding that systems implement interventions in teacher support and accountability in equal measure. The picture that emerged from across these 20 systems was very different. Teachers were overwhelmingly the greatest recipients of support, being the direct recipients of 56 percent of all support initiatives (e.g. professional development and coaching), but were the recipients of just three percent of accountability measures (i.e. teacher appraisal or proficiency assessments). How then did systems hold teachers accountable, if not through instituting appraisals? The answer to that question lies in two parts: the first is that teachers across these systems were held accountable through the learning of their students. The focus of these systems was on what students learned, not on what teachers taught, and that is reflected in the fact that student assessments represented 44 percent of accountability measures but direct teacher appraisal represented just three percent. However, even if student assessments were considered a mechanism of teacher accountability and these percentages are summed together, teachers would still receive a significantly higher share of support (56 percent) than that for accountability (47 percent). The second source of accountability was less formal but more powerful, and came from peers through collaborative practice. By developing a shared concept of what good practice looks like, and basing it on a fact-based inquiry into what works best to help students learn, teachers hold each other accountable to adhering to those accepted practices.”

***Professional Development: Sorting Through the Jumble to Achieve Success***  
<http://www.edweek.org/ew/collections/pdreport-2010/index.html> (November 10, 2010)

*This special report by Education Week includes nine separate articles with the following titles:*

- Professional Development for Teachers at Crossroads
- Proof Lacking on Success of Staff Development
- Mass. District Strives for Teacher 'Learning System'
- Mich. District Adds Accountability to Staff Training
- Staff-Development Providers Eye New Opportunities
- Full Cost of Professional Development Hidden
- Questions Arise Over Teacher-Credential Expenses
- Experts Search for Best Content to Train Teachers
- Texas District Targets Teachers for ELL Training

***The Importance of Teaching - The Schools White Paper 2010*** (November 2010)

<http://goo.gl/XEsKA>

*This 91-page position paper was published by the British government's Department of Education, "presented to Parliament by the Secretary of State for Education by command of Her Majesty." Michael Gove is the Secretary of State for Education. This paper represents the government's first formal position statement on education since the election of the Conservative Government earlier this year.*

[p. 20] "We do not have a strong enough focus on what is proven to be the most effective practice in teacher education and development. We know that teachers learn best from other professionals and that an 'open classroom' culture is vital: observing teaching and being observed, having the opportunity to plan, prepare, reflect and teach with other teachers. Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice. Only 25 per cent of teachers report that they are regularly observed in classroom practice and two-thirds of all professional development is 'passive learning' – sitting and listening to a presentation."

[p.24] **"We will make sure that teachers have support for their professional development"**

2.26 As part of their work, we will expect Teaching Schools to draw together outstanding teachers in an area who are committed to supporting other schools. There are currently many designations for these teachers, including Advanced Skills Teachers, Excellent Teachers and Leading Teachers. We will re-examine this range of designations to create a single simple designation which identifies more clearly leading practitioners who work to support others. Alongside this, as we create the national network of Teaching Schools, we will also designate 'Specialist Leaders of Education' – excellent professionals in leadership positions below the head teacher (such as deputies, bursars, heads of department) who will support others in similar positions in other schools.

2.27 At the same time, we will work to support the professional development of all teachers. As opportunities to observe and be observed are central to effective professional development, we will make clear that there is no 'three hour limit' on the amount of time a teacher can be observed. The Chartered London Teacher model provides a reward for teachers reaching the 'threshold', who have undertaken a programme of collaborative professional development and met challenging standards. We will look at the scope for learning lessons from this nationally.

2.28 It is also vital that we give teachers the opportunity to deepen their subject knowledge and renew the passion which brought them into the classroom. So from 2011 we will introduce a competitive national scholarship scheme to support professional development. An independent panel will make awards to support those who wish to pursue further study in their subject or broaden their expertise."

***Instructional Coaching: Building Theory About the Role and Organizational Support for Professional Learning***

*(American Educational Research Journal - December 2010 – Vol. 47- pages 919-963)*

<http://aer.sagepub.com/content/47/4/919.abstract>

“[T]he authors use a case approach to examine the learning experiences of a single secondary literacy coach. Hypotheses suggest that (a) coaches are not unproblematic conduits of reform ideas but are also learners of new content and pedagogy; (b) as coaches’ conceptual development about instruction grows, their ability to coach also matures; and (c) professional development that supports coaches is best aligned around a workplace pedagogy that addresses the learning needs of multiple system actors.”

***Integration of Technology, Curriculum, and Professional Development for Advancing Middle School Mathematics: Three Large-Scale Studies***

*(American Educational Research Journal - December 2010 – Vol. 47- pages 833-878)*

<http://aer.sagepub.com/content/47/4/833.abstract>

[p. 833] “The authors present three studies (two randomized controlled experiments and one embedded quasi-experiment) designed to evaluate the impact of replacement units targeting student learning of advanced middle school mathematics...[p. 847] For each of the studies, teachers were provided with professional development opportunities to strengthen their mathematical content knowledge, learn to use the curriculum materials, and/or plan specifically how to use the materials...[p. 848] In subsequent observational case studies of classroom implementation, [a researcher] found that while the workshops were sufficient to enable teachers to teach with the SimCalc materials, the workshops did not exert much influence over teachers’ existing pedagogies...[p. 874] In terms of broader recommendations to the field, we see this work as suggesting that less emphasis should be placed on the value of technology alone and more on interventions that deeply integrate professional development, curriculum materials, and software in a unified curricular activity system.”

***Lifting Pre-K Quality: Caring and Effective Teachers*** (October 2010)

<http://www.childrenslearninginstitute.org/downloads/cbu-cli-final-highquality.pdf>

*This 28-page report was published by the University of California at Berkeley Institute for Human Development. The report was funded by the Texas Workforce Commission in partnership with the Texas Education Agency, and it focuses primarily on state programs in California and Texas.*

[p. 20] “Yet states have devised incentives for teachers to pursue additional training, remain in the field, and build a stronger professional identity. North Carolina’s TEACH [Teachers of Excellence for All Children] program has offered wage supplements for pre-k teachers who complete strong doses of in-service training over the past 15 years. This effort has significantly improved teaching practices, but with less discernible effects on child outcomes. The policy question is how do we incentivize teacher training and classroom practices that are empirically

related to child outcomes? Several states now advance similar models to incentivize professional advancement. California's Child Care Retention Incentive Program provides wage supplements to pre-k teachers and aides to engage two- and four-year college opportunities, provided that they stay in the early-childhood field. A recent study tracking 2,783 participants found significant positive effects in lowering staff turnover and (slowly) completing college-level courses. Whether competencies are acquired that advance child development remains unknown. Promising teacher-development models – such as CLASS [Classroom Assessment Scoring System] and TEEM [Texas Early Education Model] – fit well within statewide incentive efforts. Rather than creating new in-service training outside pre-k settings or relying on community colleges, these models provide a mentorship and training within pre-k classrooms (not out of context), and supplement the training with helpful assessment tools for ongoing reflection and improvement. At the same time, if linked to wage or professional-growth incentives, more programs and teachers are likely to engage comprehensive models like CLASS and TEEM.”

***The Effects of Performance-Based Teacher Pay on Student Achievement*** (July 2010)

[http://www.stanford.edu/group/siepr/cgi-bin/siepr/?q=system/files/shared/pubs/papers/09-023\\_Paper\\_Hudson.pdf](http://www.stanford.edu/group/siepr/cgi-bin/siepr/?q=system/files/shared/pubs/papers/09-023_Paper_Hudson.pdf)

*This 47-page paper was published by The Stanford Institute for Economic Policy Research at Stanford University. It is “an empirical evaluation of the Teacher Advancement Program (TAP), the largest performance-based pay intervention in the United States.”*

[p. 3] “The TAP model has four essential elements: (1) multiple teaching career paths, (2) ongoing applied professional growth, (3) instructionally focused accountability, and (4) performance-based compensation...”

[p.4] The second TAP element is ongoing applied professional growth. These programs may vary some across schools so that each school can focus on the specific needs of its teachers and students. In general, TAP schools organize teachers in “cluster groups” by grade and subject. Master teachers lead these groups in instructional exercises, peer feedback sessions, and examining data on student achievement...

[p. 28] TAP's effect on achievement is large relative to other education interventions in the U.S... It is important to note that the results I present in this paper make no attempt to explain *how* TAP influences student achievement...

[p. 29] Given that teacher training programs have historically proven ineffective, however, there is reason to believe that TAP's effects on student achievement are due in large part to its performance-based compensation scheme.”

***Vision and Framework for Worcester Public Schools Innovation Schools***

<http://goo.gl/uvpbN> (November 2010)

*This 7-page report was produced by the Local Partnership Group of the Worcester, MA Public Schools. The Innovation Schools concept is a component of the educational reform agenda in Massachusetts. Innovation Schools are an opportunity for local school committees, in cooperation with the local school superintendent, union leadership, parents, and community partners to develop charter schools under the governance of the school district. To define the structure of Innovation Schools, the Worcester School Committee appointed an 18-member Local Partnership Group representing a broad spectrum of stakeholders including teachers, administrators, and community members.*

[p. 1] “The local partnership committee has used the ‘essential conditions for effective schools,’ as identified by the MA Department of Elementary and Secondary Education, as a basis for organizing specific guidelines to fulfill this vision for Innovation Schools in Worcester, as follows: ...

p. 3] Worcester Public Schools Leadership Expectations - ... 2. Develop professional collaboration Teams to Improve Teaching and Learning using protocols and strategies, teacher teams meet regularly to talk about student work, teacher assignments, effective teaching practices and data that demonstrate progress towards eliminating the achievement gap. The leadership participates in these meetings. These meetings drive improvements in teaching and learning. The Instructional Leadership Team meets regularly and is providing strong leadership around the school-wide instructional focus. ...

[p. 4] 4. Implement a Targeted Professional Development Plan That Builds Expertise in Selected Best Practices - The School’s Professional Development supports the instructional focus by building teacher expertise and promoting high expectations for all students. As expertise is developed, teachers are held increasingly accountable for implementation of strategies...

[p. 5] The Innovation School applicant will address the following: ...

[p. 6] (vii) Professional development and structures for collaboration: Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement...

The Innovation School Plan will articulate a culture of life-long learning for students and adults in the school community.

The Innovation School Plan will explain how student data are used to develop a targeted professional development plan based on the school mission and vision. The Innovation School Plan must articulate a structure that will support professional development and collaboration.

The Innovation School Plan must contain a system of evaluation for professional development that is connected to student progress and outcomes.”

### **Haverhill Public Schools – Level 3 District Review** (October 2010)

[http://www.doe.mass.edu/sda/review/district/reports/level3/10\\_0128.pdf](http://www.doe.mass.edu/sda/review/district/reports/level3/10_0128.pdf)

*This 57-page report was published by the Massachusetts Department of Elementary & Secondary Education. The Department’s Center for District and School Accountability “conducts district reviews under Chapter 15, Section 55A of the Massachusetts General Laws.... The Office of Educational Quality and Accountability (EQA), an independent sister agency of the Department, has lead responsibility for performing district reviews...This review is [one of those] focused on ‘districts whose students achieve at low levels either in absolute terms or relative to districts that educate similar populations.’ Districts subject to review in the 2009-2010 school year were districts in Level 3 of [the Department’s] framework for district accountability and assistance...The site visit to the Haverhill Public Schools was conducted from May 3-6, 2010, and included visits to ten of the district’s 15 schools.”*

[p. 28] “The report of the EQA’s 2006 review of the Haverhill Public Schools stated that ‘neither sufficient time nor money was spent on professional development opportunities in the district.’ Significant cuts to the professional development budget, a minimal connection between staff and district needs and professional development offerings, and inadequately scheduled in-service time were cited as the primary areas of deficiency in Haverhill’s professional development programming.

The present review of the district’s professional development program reveals that there has been little progress made in addressing these concerns. Indeed, the review team was presented with considerable evidence that the overall effectiveness of and support for professional development programming had continued to decline. For example, between 2005 and 2009, the district’s professional development budget shrank from \$1.5 million (\$2855 per teacher) to \$1.0 million (\$2180 per teacher); in 2009 the amount spent per teacher was approximately 20 percent below the statewide figure for professional development per teacher. Interviews with district and school leadership revealed that the district has been making annual cuts to the professional development budget as a way to supplement other underfunded programs and services. Administrators and teachers repeatedly expressed frustration with the lack of resources available to support professional development, both opportunities for individual staff and broader district initiatives.

The review team also learned that the district’s professional development calendar provided only one full day of in-service programming and no early release time during the 2009-2010 school year. Interviewees reported that in previous years some release time had been provided for professional development programming but that that was no longer the case. As a consequence, the district’s ability to support and sustain in-service initiatives was greatly diminished. This was compounded by a general lack of systematic linkage with district priorities and goals that resulted in a professional development curriculum that appeared to review team members to be fragmented, overly broad, and unfocused. A review of Haverhill’s professional development agenda from the November 3, 2009, in-service day revealed that well over two dozen different workshops, on generally unrelated topics, were available for faculty to choose from. Furthermore, review team members were informed that a lack of district funding has made it virtually impossible to contract with professional presenters or to supplement in-service needs by reimbursing staff for out-of-district seminars, workshops, and academic courses. With the [p.29] exception of an important and promising elementary level literacy initiative through the Lesley Literacy Collaborative that is grant-supported and thus able to provide the time, training, and technical expertise needed, administrators and faculty alike indicated that the present professional development program cannot adequately support the identified needs of teachers and students and, therefore, lacks the capacity to improve teaching and promote enhanced academic performance within the district.

Based on the information provided in multiple interviews and extensive evidence from district data and documents, the review team believes that Haverhill’s professional development program fails to meet the identified needs of students, teachers, and administrators and is insufficiently focused on research-based practices and insufficiently informed by program assessment, staff evaluation, and

student achievement data. Consequently, the district's professional development program is unable to support and improve the competencies of the district's professional staff in such a way as to support all learners and advance academic achievement for every student."

***Every Teacher Matters*** (November 2010)

<http://www.reform.co.uk/LinkClick.aspx?fileticket=FURphHyveoQ%3d&tabid=118>

*This 66-page report was produced by Reform, an organization in England. "Reform is an independent, charitable, non-party think tank whose mission is to set out a better way to deliver public services and economic prosperity. Its aim is to produce research of outstanding quality on the core issues of the economy, health, education and law and order on the right balance between government and individual; and to communicate it to politicians and opinion formers in all parties and none in order to create a consensus for reform."*

[p. 27] "Many schools are not learning institutions and continuing professional development is often the last consideration. Yet according to one union officer who spoke to *Reform*, successfully embedding [continuing professional development (CPD) ] in the daily life of schools would make more difference than anything else to the quality of education. Dylan Wiliam, Emeritus Professor at the Institute of Education, has said that "we need a relentless focusing of professional development on what improves outcomes for students". The key is to put training and peer learning at the centre of school life. The best staff will be deployed to help those who most need support. All teachers will observe and be observed by their colleagues. In essence, the school becomes a place of learning for the staff as well as the students..."

[p. 28] "The best schools use their highest performing staff to help others improve. This can happen through formal or informal processes that allow staff to share and witness best practice and to benchmark themselves against their colleagues. As one head said to *Reform*, it is about teachers learning from each other what 'good' and 'outstanding' teaching actually looks like. [The Office for Standards in Education, Children's Services and Skills] noted in its report on good professional development in schools that some head teachers 'knew that one of the best resources for professional development was the expertise of their own staff'. The report goes on to give the example of a school using its recording suite to video lessons and to build up a catalogue of good practice to use in training..."

The importance of lesson observation has been well documented. However, what is clear is the need for this to be bidirectional – if anything, teachers appear to benefit more from observing others than from being observed themselves. Lesson observation is a simple, effective and cheap way of constantly improving teachers' performance through sharing of best practice. 'Lesson observations are absolutely key,' the head of a large comprehensive told *Reform*. He explained that the process can be formal or informal, but should include observation of each teacher's lessons and each teacher observing their peers' lessons, as well as feedback. Lesson observation is a central part of effective CPD, but often schools do not view it as a constructive tool for all their teaching staff to use. One officer at a teaching union said in a *Reform* interview that many schools need to change their understanding of what effective CPD is. Often the assumption still prevails that CPD

is synonymous with going on a course; that it is a box to be ticked rather than something that can really make a difference. Effective CPD, he said, is collaborative and interactive. Lesson observation should be tightly focused; it is not a one-off but a process of iteration and, importantly, reflection, that can help improve a teacher's performance in the classroom.

The most effective teachers are those who benefit from their peers' ideas and experience and share best practice, both within and across schools. The best schools see 'collective thinking' becoming a normal part of teachers' daily lives, as they share material, lesson plans and strategies for discipline and dealing with behaviour. Mary Bousted, General Secretary of the Association of Teachers and Lecturers, has affirmed the view that 'much CPD can be done in and between schools and that there is an awful lot for the profession to learn from communities of practice.'"

*PD in the News* is compiled and disseminated by Hayes Mizell, distinguished senior fellow of Learning Forward (formerly the National Staff Development Council). He is solely responsible for the selection and format of content. Send requests to receive or stop receiving PD in the News to < [hmizell@gmail.com](mailto:hmizell@gmail.com) >.

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